

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Beaver Dam Elementary School

Littlefield Unified District
3436 E. Rio Virgin Road, Littlefield, AZ 86432
Mailing Address: P.O. Box 730, Littlefield, AZ 86432-9999

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

Superintendent: Dr. Jose L. Trujillo

Schedule: 7:00 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: trudoc@sisna.com

Grades: K-9

2002 Enrollment: 352

Phone: (928) 347-5796

Fax: (928) 347-5795

∨ School Overview ∨

Mission

Traditional K-8 educational program. The school is organized on the basis of traditional self-contained classrooms on a fall to spring schedule. Our mission statement reads as follows: 'We believe all students are capable of learning. As a community of educators, we are committed to helping all students reach their full potential by providing them with the necessary skills to become productive members of society'.

Organization and Philosophy

- w Traditional
- w Self-contained
- w Student-centered
- w Community Partnerships

School/Academic Goals

- w Articulation of curriculum in reading/language arts (K-9) with the Arizona Academic Standards, adopted textbook and Littlefield District standards.
- w Employee accountability system. Inservicing in curriculum alignment and BEST (student behavior management) training. Staff will receive training along the lines of Dr. Wong's management theories; will implement Technology plan, FY 2003.
- w To increase test score results in the areas of reading and language arts by an average of 10 percent utilizing AIMS and the Stanford 9 Test Batteries as primary evaluative indicators. Secondary indicators will be district developed.
- w To become a total reading immersion school and to lengthen the time of our reading program by one-half hour each day.

Instructional Programs

- w Traditional
- w On-site Special Education
- w Full-day Kindergarten
- w Title I School
- w ESL School
- w Computer Lab Accessibility to All
- w Library Accessibility to All Students
- w Instructional Studt./Tchr Ratio of 1:20

Enrollment

October 1, 2001 School Year Student Enrollment:	275
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	352

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 5 Teacher(s)
 9 Parent(s)
 6 Community Member(s)
 5 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Transportation Safety Issues
 w Extracurricular Activities
 w Parent/Educator Relations
 w Student Discipline

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	5.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	5	0	0
7 to 9 years	4	0	0	0
10 or more years	1	2	0	0

▽ Shared Responsibilities ▽

School

The following are responsibilities we, as an educational community, have to our parents: A safe environment for all students; consistent and risk-free transportation; high academic expectations and frequent communication with staff and newsletters to parents. The school provides a weekly Wednesday packet to inform parents of everything from behavior to school events. Information is also translated in Spanish for parents of Hispanic students.

Parents

Beaver Dam Elementary School's mission is to continue to form a partnership with the community of parents. In order for children to receive the best education possible, parents have to commit to providing adequate and proper clothing; nourishment beyond what the school provides; adequate hygiene and transportation to and from school, and a risk-free environment at home conducive to learning.

▽ Transportation Policy ▽

Littlefield Unified School District is located in an isolated portion of northwest Arizona. Transportation of students, at times, is not constant because of problems with old buses. Nevertheless, once students board they are under the direction of the bus driver and the district superintendent. Students are required to obey all safety rules and regulations established by the Board of Education. Failure to comply with the rules means students/parents must provide their own rides.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/24/02	1/15/03	3/26/03	5/23/03
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Additional Calendar/Report Card Information

Beaver Dam Elementary School faculty members send weekly progress reports to parents. Parents sign off on the reports and return progress folders to teachers.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W School/Community Library
W High School-sized Gym	W Seven-acre (Grass) Athletic Fields

Extracurricular Activities

W Drill Team	W Soccer
W Student Council/Gifted and Talented	W Track and Field
W Basketball	W Summer Recreation (Swimming)
W Summer Recreation (Enrichment)	W Cheerleading

School/Community Resources

W Literacy Classes	W Counseling Services
W Crisis Intervention (PT)	W Citizenship Classes (VFW)
W Health Services--Mohave Health Dept.	W Recreational Activities (Limited)
W ESL	W Mohave Community College Classes

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W Increased Kdgr. staff from one to two FTE.
Increased 1st, 2nd, 3rd, 4th from one to two teachers to help reduce pupil-teacher ratio. Added 5/6 split teacher to reduce p/t ration at his level. Added 2 FTEs at middle school to augment instruction.</p> <p>W Continued work on the technology portion of our curriculum to incorporate newly installed 56K line to access Internet services. Conducted five-day technology training workshop during month of August, 2002.</p> | <p>W Conducted school-developed reading assessment test to identify students in grades one, two and three needing supplemental help in this core area. Increased reading time by 30 minutes per day on a schoolwide basis. Added character educ. to curriculum.</p> <p>W Will continue to integrate Title I, Special Education and ESL services with the regular instructional program.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	8.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	12.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	0.0 %			9.5 %
Status Unknown ⁹	0.0 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
First Geothermal School in Arizona	2000
1st Place: County Library Space St. Project	2000
Outstanding Arizona Art Student	2001
All American Drill Team Award	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	31	514	26%	6%	42%	26%
	State	58840	524	9%	17%	45%	29%
Writing	School	28	515	11%	21%	64%	4%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	31	490	29%	19%	39%	13%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	24	495	38%	17%	33%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	23	490	30%	17%	52%	0%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	24	469	21%	54%	12%	12%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	22	492	18%	36%	41%	5%
	State	57484	504	24%	20%	40%	16%
Writing	School	22	473	18%	68%	14%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	22	466	27%	59%	14%	0%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	80	35	60	--	--	--
2	Reading	--	--	--	100	27	50	100	22	52	96	46	53	78	34	57
	Language	--	--	--	100	9	40	100	15	43	96	34	44	81	18	48
	Mathematics	--	--	--	100	22	51	100	44	55	96	34	57	81	33	61
3	Reading	60	30	47	100	38	47	97	35	48	100	27	50	100	35	50
	Language	72	19	49	100	30	51	97	30	54	100	30	56	100	41	57
	Mathematics	72	40	46	100	32	49	97	35	52	100	40	54	100	34	56
4	Reading	100	42	53	100	34	54	100	54	54	86	39	55	81	32	55
	Language	100	30	47	100	31	49	100	40	48	86	23	50	81	27	50
	Mathematics	100	41	51	100	57	54	100	55	55	86	51	57	81	43	58
5	Reading	100	39	51	100	66	51	78	36	51	78	45	51	93	31	53
	Language	100	39	42	100	51	44	82	29	45	81	29	45	100	21	47
	Mathematics	100	44	51	100	76	54	82	46	55	81	47	57	100	38	59
6	Reading	83	36	53	100	39	54	99	45	53	68	45	54	100	39	56
	Language	83	17	41	100	27	44	99	33	44	68	25	45	100	27	47
	Mathematics	83	35	57	100	46	59	99	55	60	68	40	63	100	43	65
7	Reading	90	48	52	100	41	53	92	28	52	74	37	53	100	55	55
	Language	90	45	52	100	37	54	92	31	54	74	28	55	100	47	58
	Mathematics	90	69	53	100	42	55	92	37	56	74	56	58	100	58	60
8	Reading	100	49	54	100	47	54	69	47	53	85	43	55	82	59	56
	Language	100	32	46	100	36	49	69	58	49	85	30	50	82	42	52
	Mathematics	100	59	52	100	54	54	69	54	56	85	64	58	82	71	59
9	Reading	--	--	44	--	--	43	--	--	43	--	--	43	--	--	43
	Language	--	--	39	--	--	39	--	--	40	--	--	41	--	--	42
	Mathematics	--	--	57	--	--	57	--	--	59	--	--	61	--	--	62

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	33	67
Grades 3-4	74	42
Grades 4-5	73	46
Grades 5-6	77	71
Grades 6-7	54	100
Grades 7-8	92	100

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

One of the main goals administration continues to work on is to reduce the pupil-teacher ratio to an average of no more than 1:22. Lower numbers, we believe, allow for a better and more systematic approach to school climate. Secondly, we have a DARE officer who is in the building 2-3 times a week for instruction and to talk to kids about school-/community-related problems. School assemblies, such as those provided by Tuacan High in Utah, will provide a program on safe schools in FY2003.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

4

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jose L. Trujillo	(928) 347-5796	
Transportation Policy	Jose L. Trujillo	(928) 347-5796	
Community Resources	Jose L. Trujillo	(928) 347-5796	
School Nutrition Programs	Gail Albanese	(928) 347-5796	
Parent Organization	Renee Powell	(928) 347-5303	
Student Health/Nurse	Mohave Health Dept.	(928) 757-8011	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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